Student Success Council

Meeting Notes

Date: January 16, 2018 Time: 1:00-3:00pm	Location: ARC Board Room Call-In Number: N/A Call-In Code: N/A

Facilitator(s): Lisa Lawrenson and Tressa Tabares

Note taker: Tressa Tabares

Attendees: Lisa Lawrenson. Tressa Tabares, Jennifer Laflam, Michelle Kiefer, Robin Neal, Derrick Booth, Frank Kobayashi, Kate Williamson, Rod Agbunag, Susan Andre, Sonia Ortiz-Mercado, Gladis Sanchez, Yuj Shimizu, Adam Karp, Connie Ayala, Pam Chao

Objective: Share and discuss updates on work of project teams and state-level

Supporting Resources:
- Student Success Project Team Progress Reports
- Chancellor's Office Summary: AB 705
- Los Rios AB705 Implementation Work Groups (Proposed)

Reports on Previous Action Items: N/A

Decision/Action Items: N/A

Discussion Items:

Topic/Question	Responsible Party	Notes/Next Steps
• Introductions/Check In: Who are we and how are we doing?	Tressa Tabares	Tressa suggested that a regular part of each meeting be a very quick "check-in" where each member shares a word or short phrase answering one question as a means to help us focus and build community.

• Student success project team progress reports: What have the teams been working on and what will they be doing next?	Lisa Lawrenson and Tressa Tabares	Progress reports had been shared with members, who were encouraged to read them for discussion/action at the next meeting. The work of the project teams is being influenced by a variety of factors including, but not limited to
		  • ARC is part of the California Guided Pathways Project and that provides us with some resources but also comes with certain obligations.
		  • We are launching Achieve@ARC for Fall 2018 and it has created some communication challenges, particularly with regard to the work of the Start Right and IPaSS teams. Achieve@ARC is based in part on requirements of implementing AB19. It is a prototype in a sense of Start Right and IPaSS designs. There

		is not a separate team, but the program includes elements of Start Right, IPaSS, and Pathways To (Outreach) that will be implemented and then evaluated, with a goal of expanding to others and extending into our 3-5 year plan for meeting the goals in ARC's Strategic Plan. Achieve@ARC is a branded experience for students (a promise). ARC already has examples of this type of experience. The overall effort is to offer that experience for all students. AT this time, there is still a need to clarify the process (who, how, and when) evaluation and revision of the Achieve@ARC experience will occur. • **The work of the Clarify Program Pathways team is making it necessary for us to shift to program based decsiison making and focust rather than course-based. This will likely require require professional development for faculty and possibilities for opportunities to rethink curriculum to be more student-focused and culturally responsive.**
• AB 705 Update: Who is working on this and what have they been doing?	Lisa Lawrenson	The CCCCO summary document was shared with members, as was a draft of the proposed LRCCD AB705 workgroup membership. Changes are happening quickly. Basic Skills Initiative augmentation funds will be used to help support the work. • English is making major adjustments to its course curriculum and course offerings. They are replacing developmental English course with an English 300+ model while retaining a minimum of English Reading 50 for students who really need it. • Math is focusing on assessment

		pieces; will focus on curriculum in fall. • ESL has a longer timeline for implementation. They are waiting for clarification on requirements but are engaging in initial research and considering acceleration within strands (there are currently 5 levels with 4 strands each).
• Communication Plan: When, to whom and how can we inform and solicit input from members of the college community?	Tressa Tabares	• The project team chairs have expressed an interest in development and implementation of a focused plan for communicating with the college community. • The Governance Framework calls for the development of a communication and documentation system to support the work of the teams internally and to communicate externally to the college community and to the public. Options for developing and/or adopting a system and its implementation are still being discussed as a part of the transition to the new governance structure and processes.

Future/New Agenda Items and Items for Follow-Up:

Topic	Responsible Party	Notes/Due Date
• Prerequisites Checking and Course Substitution	TBD	To be on the Tuesday, February 6 meeting agenda.
• Equity Planning Discussion	Lisa Lawrenson	To be on the Tuesday, February 6 meeting agenda.
• Update on Achieve@ARC	Tressa Tabares	The link to the website and current flyer will be shared with the team via email.
• Update on documentation and communication system	Adam Karp and Tressa Tabares	Updates will be provided as they are available.
• Update on ARC website redesign.	Adam Karp and Scott Crow	Updates will be provided as they are available.

Prerequisite Checking

What is the current prerequisite checking process?

2 situations: ENGWR and MATH or anything else

1. ENGWR and MATH -
   a. A prerequisite requirement can be met by assessment and/or successful completion of a specified course (or equivalent).
   b. Automatic verification is limited to direct prerequisites completed within Los Rios.
      i. If prerequisite is automatically verified, student is allowed to enroll.
      ii. If prerequisite is not verified, enrollment is blocked. Student sees a brief message notifying them of the block and refers them Admissions for resolution.
      iii. Automatic verification is sometimes wrong and a student who does not meet prerequisite is not blocked but allowed to enroll (see below).
   c. If enrollment is blocked and a student goes to Admissions:
      i. Admissions office can verify and allow enrollment or deny.
         1. Verification is based on lists of accepted courses provided by department via equivalency process.
         2. There is an agreed upon districtwide list that requires updating periodically.
         3. Individual college departments can add to the district lists - that is, they can accept more than other colleges, but not less.
         4. If verified, student is allowed to enroll.
      ii. If Admissions office cannot verify via the list, they send a paper form the department for verification.
         1. Instructor, department chair, and/or dean may follow equivalency process to verify or deny.
         2. Department sends form to Admissions office indicating verification or denial.
         3. Student is informed of decision/status by Admissions office.
         4. If verified, student is allowed to enroll.
      iii. If enrollment is not blocked but prerequisite has not been verified
         1. the instructor may verify to allow student to remain enrolled
         2. The instructor may drop students who do not meet prerequisite
      iv. If not verified, student can use the challenge process to forego specific prerequisite due to life experience, an indirect path to meet requirement, etc.
2. Other than ENGWR and MATH
   a. No automatic checking and blocking (regardless of whether prerequisite was completed within Los Rios).

    b. Student is always allowed to enroll.
    c. The instructor (or department chair or division dean, if delegated) must verify and allow student to remain enrolled or drop students who do not meet prerequisite.
        i. Instructor can, but is not required to, use prerequisite checking feature in rosters on Intranet/OGS prior to first day of instruction.
    d. There is no automated messaging or practice regarding time allowed to provide verification documentation (and thus, remain enrolled).

What are the issues that make this process not student-centered/create barriers? What can be improved to make the process more student centered?

- Documentation of the process for students, faculty, staff in catalog and on website.
- Standardize turnaround time (to reduce lag time). Title 5 specifies a 5-day turnaround for prerequisite challenge
- Workflow solution tool/system with routing and tracking.
- Online/electronic versus paper forms.
- Professional development for faculty to inform about process/tools/best practices.
- Automated follow up messaging if student does not come to class or is not verified. Nudging is needed.
- Professional development to standardize process and communication with student.

Course Substitution

What is the current course substitution processes?

Course substitution is used is to replace a course required for a prerequisite, degree/certificate completion, or other requirement with a different course.

1. A counselor initiates the process for a student by sending a paper form to Admissions for equivalency.
2. Admissions sends form to department.
3. Department sends back to Admissions.
4. Admissions notifies students of outcome.

What are the issues that make this process not student-centered/create barriers? What can be improved to more student centered?

- Standardized turnaround time
- Online form
- Workflow solution tool/system with routing and tracking
- Professional development/training to standardize process and communication with student.

Student Success Notes for 3/6/2018

- John Aubert and Chanin Hardwick talked about Start Right 1,000 students application through semester/help students for success and stay at ARC and not leave
- Shared w/Achieve group too
- Working w/IPASS – Counselor's designing and implementing stuff and instructional faculty too
- Have a Freshmen seminar
- SCU Area E Class
- Monitor student engagement when application is started. Students can begin to narrow with this plan.
- Take the course descriptions back to your classes and see what reaction is. Faculty needed for classes in summer. Training provided.
- Sarah Lehmann and Jessica Nelson talked about IPASS update and college processes easier for students and staff to accomplish. IPASS makes students build community with each other. Students will be empowered to navigate through the process.
- Flags for students that need help and assigned counselors.
- Technology mediated holistic student support
- Easier registration process
- Progress toward degree tracking systems and track case notes
- Right technology for this
- Probation intervention for students this fall with Achieve
- Bill Simpson and Tony Giusti for (part-time) students design and implementation team.
- Help students to find a major without having to go through all 400 pages
- Help students guide through and inform students and provide clear path and be done in 4 semesters
- Guide students to see what their options are
- Don Reid and Ray Di Guilio came up with a plan for Gio Tagging and google maps. Took pictures of all signage on campus. Improving our campus signage for students to be able to get around campus better. *Geotagged.

Student Success Council

Meeting Notes

Date: March 20, 2018 Time: 1:00-3:00pm	Location: ARC Board Room Call-In Number: N/A Call-In Code: N/A

Facilitator(s): Tressa Tabares

Note taker: Tressa Tabares

Attendees:

Members - Robin Neal, Heidi Fuller, Frank Kobayashi, Michelle Kiefer, Connie Ayala, Kate Williamson, Pam Chao, Adam Karp, Yuj Shimizu, Sonia Ortiz-Mercado

Guests - John Aubert, Bill Simpson, Tony Giusti, Chanin Hardwick, Sarah Lehmann, Jeff Stepenson

Objective:
- Provide feedback and gain clarification on the ongoing work of three project teams - Start Right, IPaSS, Clarify program Paths
- Provide recommendations on the draft of the CCC Guided Pathways Work Plan

Supporting Resources:
- Student Success Project Teams Progress Reports documents
- CCC Guided Pathways Work Plan Draft
- notes on the Basic Skills Coordinator Role
- February 6 meeting notes and notes on prerequisite and course substitution processes

Decision/Action Items:

Question	Outcome/Decision	Notes/Next Steps
• Shall the Student Success Council support the submission of the CCC GP Work Plan?	Yes.	Jeff Stephenson will consider comments from council members and others and, if appropriate, revise the document prior to submitting it to the CCCCO on behalf of the college.

Discussion Items:

Topic/Question	Responsible Party	Notes/Next Steps

• Discussion with project team leads (continuation from presentations on 3/6)	Tressa Tabares and project team co-chairs	• Discussion focused on the following:
		  ○ concerns regarding the overall breadth and depth of awareness within the larger college community about the redesign work currently being done and being recommended
		  ○ requests to ensure that needs of part-time students, and particularly those in CTE programs, are addressed within the recommendations for redesign

		- concerns that the recommendations are focused on overall student success but not on how to address equity and specifically address the needs and experiences of our underserved students - what indicators should be expected to change (and how) when the recommendations are implemented effectively - Suggestions were made to include within the final recommendations not only the design but also needs related to communication and equity
• What shall the role of the Basic Skills Coordinator be in light of various recent changes?	Connie Ayala	- Background information provided on the role of the Basic Skills Coordinator and the relationship between and now current integration of the Basic Skills Initiative, the SSSP Plan, and the Student Equity Plan. - Suggestions for changes to the role of Basic Skills Coordinator focused on potential for a focus on coordinating, supporting, and/or developing professional development programming focused on teaching and learning as the focus of basic skills has been on instructional/academic support for students and support for the development of skills of faculty. - Next step is for Connie to seek input from other entities on campus and work with the Instruction Office (specifically, the VPI) to develop a new job description for the position of Basic Skills Coordinator.
• What recommendations should we make to change the prerequisite and/ course substitution processes?	Tressa Tabares	- Discussion postponed until 4/17 meeting due to time constraints. - Members reminded of topic and supporting documents provided to prepare for discussion.

Student Success Notes for 4/17/2018

- Kate Jaques gave questions to committee PASS – ELT will receive document
- Start Right and IPASS presentation by Tony Giusti and Bill Simpson; start right clarified program paths; assumptions and recommendations. Five recommendations STEM, BUS, Arts, construction, manufacturing transportations; CTE working with Scott Crow for website for college; help faculty; scheduling information; courses. Scott will put on website, program paths committee coming soon, will have to maintain maps each year.
- Equity and Social Justice; help all students 1st generations students will benefit most for structured guided exploration.
- John Aubert and Chanin Hardwick; Leads of Start Right Team, linear experience 54 recommendations student will be placed in groups by their application.
- Gateway collect individual needs ; pre-populated Ed Plan; financial aid coaching; pre-term experience; students choice; gateway welcoming.
- Request for release time for 9 areas of interest, dedicated release time for website information and promotional videos.
- It's a laundry list, just option. Shock them up front so they are not surprised.
- Jessica Nelson and Sarah Lehmann; regarding IPASS recommendations; team members; structure and culture and identify challenges. First handout Equity, Student Ready and Equity Gap.
- Recognize students struggling, use EOP&S ways and mimic them; achieve teams, every student assigned to a counselor; primary counselor for student.
- Develop a passport with 5 items
- Students in infinity groups ; support fliers and teams; Pathway communities, steward, get release time and build the communities.
- Steward build and maintain, community, Facebook, Achieve Teams
- Collaboration between Student Services and Instruction
- Promote collaboration and professional development
- Technology, student support modal, have technology, SEI's
- Some folks don't know what to do next, what is your roll?